

## 2018–2019 Technology Lending

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

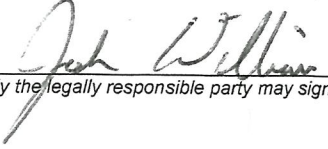
## Schedule #1—General Information

<b>Part 1: Applicant Information</b>				
Organization name	County-District #			Amendment #
Sulphur Springs ISD	112-901			
Vendor ID #	ESC Region #			
1756002535	Region 8			
Mailing address	City	State	ZIP Code	
631 Connally St.	Sulphur Springs	TX	75482-	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Josh	F	Williams	Assistant Superintendent	
Telephone #	Email address		FAX #	
903-885-2153 ext. 1152	Josh.williams@ssisd.net		903-885-9001	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Rodney		White	Technology Director	
Telephone #	Email address		FAX #	
903-885-2153	rwhite@ssisd.net		903-885-2153	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Josh	F	Williams	Assistant Superintendent
Telephone #	Email address		FAX #
903-885-2153 ext. 1152	Josh.williams@ssisd.net		903-885-9001
Signature (blue ink preferred)			Date signed

  
Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost ( %):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

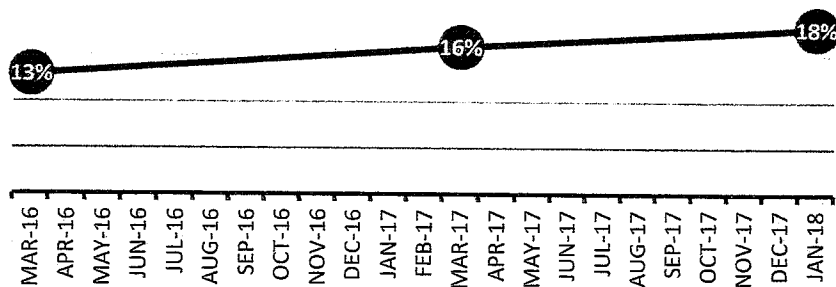
List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Sulphur Springs High School – 112-901 (Campus 002)

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Sulphur Springs High School is in the 2<sup>nd</sup> year of a 1:1 technology implementation program. Teachers and students interact daily with online instructional materials aimed at increasing learner ownership/agency and improving the overall attitude toward learning. One of the important goals of the program has been to close the digital access gap for all students, but especially our low socioeconomic students. Research shows lower-income Americans are more than twice as likely as those in other income groups to be classified as digitally unprepared. (pewresearch.org, "Digital divide persists even as lower-income Americans make gains in tech adoption," Monica Anderson 3/22/2017) Based on Clarity survey results from the past two years, and a local survey, we have seen a slightly upward trend in the percentage of students without home internet access.

### % without Internet Access at home



As part of the 1:1 program, all students are provided with Dell laptops for school and home use. Teachers and students are using digital instructional materials in Math, Science, Social Studies, English, and Career & Technology courses. These resources include state approved textbooks, TEKS aligned programs like Scholastic Read 180, IXL, Odysseyware, and teacher created materials shared via Office 365 tools like Microsoft Teams and OneNote. Use of the digital resources ranges from basic access of information, to RTI applications, and course assignments. The use of digital resources provides students an opportunity to have some control over the path and pace of their learning.

With funds from the Technology Lending Grant, students would have access to use mobile hotspots for wireless access at home. Using Kajeet personal hotspots and 5 mobile hotspots for buses, we would be able to provide this access for a span of two years for over 170 students. The hotspots would be available for student checkout via the campus library. Students would be able to access assigned classroom materials as well as continued progression on intervention programs.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**How we developed our budget** – We assessed the need (students without internet access at home) and determined the ideal ration of hot spots to service attainable with grant funds.

**How the demographics of our campus relates to the defined goals and purpose of the grant** – The purpose of the technology lending grant is to loan students the equipment necessary to address instructional materials. We have a high percentage of students, mostly economically disadvantaged, who do not otherwise have access online instructional materials without a means to access the internet. The hot spots and service would directly meet this need.

**Who designs our needs assessment process, determines its efficacy, and determines when and how the process needs to be updated or changed** – Our technology integration team coordinates this effort. This team is comprised of our Instructional Technology Coordinator (John Bimmerle) as well as our campus-based support – Campus Principal (Derek Driver), Campus Technology Specialist (Jarret Wilson), and Digital Learning Specialist (Meredith Townsend).

**Describe how you will ensure that the program will receive consistent, high-quality management** – We have chosen Kajeet as our provider. One of the primary purposes for choosing Kajeet was the team's ability monitor usage, access, and content within the hot spot system. We can filter access to protect students as well as custom design access to increase efficacy. We will continuously monitor student access and, on a sample basis, compare access to student created products.

**How will we evaluate the program** – The Kajeet system allows us to monitor individual student access. We will track overall use of the devices and then on a sample basis, we will track student use as compared to classroom success and student products generated.

**How does our application meet statutory requirements** – Our proposed program, as funded through the Technology Lending Grant, will completely and accurately meet all applicable general and fiscal guidelines as defined. Specifically, these include provisions regarding grant funding, continuation funding, fund management, use of funds, limitations on administrative funds, pre-award costs, and supplement not supplant provisions. Furthermore, the intent and spirit of our program is directly in alignment with the intent and spirit of TEC Section 32.301, the authorizing statute for the program.

**How does our application answer all TEA requirements** – We meet all general and fiscal guidelines for eligibility. We have at least 40% economically disadvantaged students (59.4% SSISD and 49.1% SSHS). We have, as required, a technology plan on file with TEA for the 2016-2017 school year.

Beyond the grant funding period, we will continue to provide access through the hot spots via other funding sources, most likely the Federal Rural and Low-Income Schools grant. It is critical that 100% of our student have access to online resources and this grant opportunity will allow us to begin a sustainable program that can be financially serviced for years to come.

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By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 112901

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85<sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$76,666.30	\$0	\$76,666.30
Schedule #9	Supplies and Materials (6300)	6300	\$22,769.60	\$0	\$22,769.60
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$99,435.90</b>	<b>\$</b>	<b>\$99,435.90</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$
This is the maximum amount allowable for administrative costs, including indirect costs:	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted
1	Kajeet Complete 500 Plan – 500 MB daily data allotment per line.	\$67,898
2	Telecom, Network, & Admin. Fee (300 Units – Take Home Units)	\$4,005.98
3	Custom 5GB Data Plan – 5 GB per month, Kajeet Sentinel, Kajeet EPM Service	\$4,497.00
4	Telecom, Network, & Admin. Fee (5 Units – Bus)	\$265.32
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$76,666.30
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a and b) Grand total</b>		<b>\$76,666.30</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 112-901		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$22,769.60
<b>Grand total:</b>		<b>\$22,769.60</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 112-901		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$
<b>Grand total:</b>		<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 112-901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	620	49.1%	
Limited English proficient (LEP)	65	5.1%	
Disciplinary placements	47	3.7%	
Attendance rate	NA	95.6%	
Annual dropout rate (Gr 9-12)	NA	0.6%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										75	75	75	75	300

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our 1:1 program began with the goal of providing increased access to digital materials and increased performance and attitude toward academic achievement. Access to digital materials was aimed at increasing learner ownership/agency based on committee feedback from teachers and school leaders.

Each year we have used the Clarity survey by Brightbytes to measure implementation and classroom impact centered around the 4 C's. During these surveys it has been apparent the lack of home internet access has hindered progress with a portion of our students, many who are economically disadvantaged. Many of the students who do not have home access have also expressed a lack of interest in using the school provided laptop. They have struggled with keeping up with coursework and alternative assignments for students who cannot access information. Based on survey data over the last two and half years, students without home access has gone from 13% to 18%.

In addition to the Clarity survey and a poll addressing the question of home access, we have also conducted less formal interviews with teachers and students. These interviews have brought to light that many teachers are reluctant to use digital materials for fear of the negative impact for the students without access. Others who feel they must move forward with these resources are having to use valuable class time to be sure students capture and save information locally on their devices but are struggling with ways to do so legally and ethically. The student interviews clearly indicate that students without access are less likely to attempt to keep up with coursework when digital access is required. The lost hope for success is furthering the divide and impacting the attitude toward academic achievement.

Teachers are using the devices to provide students with deeper learning opportunities but are hindered by trying to also address the needs of the students who cannot take advantage of the same resources at home. This is often resulting in teachers not taking advantage of the digital resources.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	18% of Sulphur Springs High School students do not have home internet access for their school issued laptops.	Kajeet hotspots would provide students with access to internet and digital resources required for class assignments and intervention programs
2.	Increase learner ownership/agency and attitude toward academic success.	Lack of internet access at home puts economically disadvantaged students behind others. Home access will offer students a chance to have a say in their path and pace of learning within the parameters of their courses.
3.		
4.		
5.		

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### Schedule #14—Management Plan

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Inst Tech Co.	John Bimmerle – 18 yrs in education, 5 years instructional technology experience, Instructional Design and Technology Masters degree, West Texas A&M Univ.
2.	Tech Coord.	Rodney White - 23 years of experience in technology at SSISD Bachelor of Science from East Texas State University
3.	Tech Specialist	Jarret Wilson - 14 years of experience in technology. Bachelor of Science from Southeastern Oklahoma University. Master of Education Administration from Texas A&M Commerce. Superintendents certification from Texas A&M Texarkana.
4.	Digital Learning Specialist	Meredith Townsend – Masters of Education Administration, Lamar University. 10 years in education, 2 years instructional technology experience.
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Device and Service Procurement	1. Devices Purchased and Service Initiated	05/01/18	06/01/18
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Program Development and Initiation	1. Devices Prepared for Service	06/01/18	08/01/18
		2. Sentinel System Initiated	06/01/18	08/01/18
		3. Criteria Established for Device Management	06/01/18	08/01/18
		4. Criteria Developed for Device Monitoring	06/01/18	08/01/18
		5. Criteria Developed for Efficacy Monitoring	06/01/18	08/01/18
3.	Training	1. Program Management Staff Training	06/01/18	08/01/18
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Implementation / Deployment	1. Student Initiation / Program Initiation	09.01.18	10.01.18
		2. Deployment Cycle Begins	09.01.18	Ongoing
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District and campus curriculum goals are being set and monitored daily. Teachers have engaged in professional learning communities and work on writing, monitoring, and adjusting curriculum in all core subjects. Writing the curriculum that is fully aligned with state standards and assessing students in various ways with common assessments allows teachers to consistently look at student data and adjust teaching practices. They are also able to curate resources both digital and non-digital for student success.

District and campus leadership also review and work with PLC groups to address strengths and weaknesses. Instructional technology goals have been monitored and adjusted based on the Clarity survey as a tool for measuring impact of technology on teaching and learning. The instructional technology team has reviewed district, campus, and grade level data and adjusts goals based on survey data.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus has already invested in an ongoing commitment to the 1:1 program. The internet accessibility that these devices will provide are critical to our 1:1 program's implementation. Technology Lending grant funding will provide for the devices and two years of service. We intend to maintain the service, and the devices as necessary, with Rural and Low-Income School funding. We believe that program sustainability is critical to the success of our ongoing 1:1 program.

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## Schedule #15—Project Evaluation

County-district number or vendor ID: \_\_\_\_\_

Amendment # (for amendments only): \_\_\_\_\_

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Sentinel System	1.	Used to monitor access, content, and traffic used to access learning resources.
		2.	
		3.	
2.	Grades and Student Artifact Survey	1.	Used to compare access with ongoing improvements in student products and mastery of TEKS.
		2.	
		3.	
3.	Clarity Survey	1.	Used to re-evaluate impact of access and to identify any unmet needs.
		2.	
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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By TEA staff person: \_\_\_\_\_

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As part of the 1:1 program, all students are provided with Dell laptops for school and home use. Teachers and students are using digital instructional materials in Math, Science, Social Studies, English, and Career & Technology courses. These resources include state approved textbooks, TEKS aligned programs like Scholastic Read 180, IXL, Odysseyware, and teacher created materials shared via Office 365 tools like Microsoft Teams and OneNote. Use of the digital resources ranges from basic access of information, to RTI applications, and course assignments. The use of digital resources provides students an opportunity to have some control over the path and pace of their learning.

Our proposed program to deploy Kajeet hot spots will ensure that 100% have access to appropriate digital instructional materials at home and as they travel for school events at night. Without such a program, students without internet access are at a substantial educational disadvantage.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our intended use of funding provided by the Technology Lending Grant aligns perfectly with the existing mission and goals of the district. Our District Improvement Plan available at [www.ssisd.net](http://www.ssisd.net) identifies the need for such technology under Goal 1 – “Students will be encouraged and challenged to meet their full potential. In particular, under Goal 1, Performance Objective 4 relates to technology integration and Performance Objective 5 relates to 21<sup>st</sup> Century Learning Skills.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our proposed program precisely meets the spirit and intent of this program requirement. We intend to equip those students who are without internet access at home. They will be placed on an even playing field of learning potential with those who are so equipped.

Additionally, we're seeking 5 mobile units to equip busses for the same purpose – to allow students access to critical instructional materials outside the school building.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our proposed program aligns perfectly with our ongoing 1:1 initiative. Our opportunity under the Technology Learning grant will afford EVERY SSHS student the same opportunity for access to critical on-line learning resources. This meshes perfectly with our district vision – “Educating ALL students to their Fullest Potential”

Employing these grant funds will allow us to reach the 18% who need access, thus fulfilling our commitment to ALL students.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers and students are using digital instructional materials in Math, Science, Social Studies, English, and Career & Technology courses. These resources include state approved textbooks, TEKS aligned programs like Scholastic Read 180, IXL, Odysseyware, and teacher created materials shared via Office 365 tools like Microsoft Teams and OneNote. Use of the digital resources ranges from basic access of information, to RTI applications, and course assignments. The use of digital resources provides students an opportunity to have some control over the path and pace of their learning.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will manage the hot spot checkout program through our campus media center. Access and efficacy will be tracked by team staff through Sentinel.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will manage the hot spot checkout program through our campus media center. Access and efficacy will be tracked by team staff through Sentinel.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will manage the hot spot checkout program through our campus media center. Access and efficacy will be tracked by team staff through Sentinel. We do not yet know which insurance model, self or otherwise, we'll use to provide for equipment attrition.

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